DOCUMENT RESUME

ED 062 790 EM 009 821

AUTHOR	Yelsma, Paul; Yelsma, Julie
TITLE	Living-Learning-Communicating.
PUB DATE	19 Apr 72
NOTE	24p.; Paper presented at the International Communication Association Annual Convention (Atlanta, Georgia, April 10-22, 1972)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Cocurricular Activities; College Housing; *College Programs; *College Students; *Dormitories; *Student Interests
IDENTIFIERS	*Hartwick College

ABSTRACT

More use could be made of the college residence hall as a learning laboratory. Residence hall programs can facilitate cultural and psychological growth. At Hartwick College in Oneonta, N.Y., a questionnaire was devised to survey student, faculty, and administrative needs relating to residence hall activities. Using the results of the survey, these courses were chosen to begin the programs: human sexuality (including marriage and communications in the family); social problems today; interpersonal relations and group dynamics laboratory, and outdoor survival. Many of the topics chosen rely on a better understanding of communications. Although formerly, the emphasis in them would have been on psychology and sociology, today the communications area of speech is recognized as having an important bearing on them. (Author/JK)

ED 062790

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LIVING-LEARNING-COMMUNICATING

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Atlanta, Georgia

April 19-22, 1972

EM009821

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Number of pages 21
Cost per copy $.50
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ABSTRACT

The college residence hall is a vital but rather undeveloped learning laboratory. To facilitate greater cultural and psychological growth in this environment, members of the Hartwick College community have decided to encourage and develop residence hall programming. A questionnaire was devised to survey student, faculty, and administrative needs relating to residence hall activities. Many of the topics in the questionnaire relied heavily upon a better understanding of communications. Almost half of the students surveyed by mail responded. Three-fourths of the suggested courses, retreats, seminars, and activities were favored by over 50% of the responding students. Using the results, the following courses were selected to begin the programming: Human Sexuality (including Marriage and Communications in the Family); Social Problems Today; Interpersonal Relations and Group Dynamics Laboratory; and Outdoor Survival.

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LIVING-LEARNING-COMMUNICATING

In-residence "learning through living" programs are becoming a reality for many of the students at Hartwick College. A special program which has as its primary function the educating of students in their living quarters is now being established through the Office of Student Services (Student Personnel). The coordinator of this program is a counseling psychologist who is trained in housing programming, interpersonal relations, and small group interactions. She is being assisted by an instructor of speech communications with a background of interpersonal communication, group dynamics, and communication theory. The main objectives are to perceive the educational needs and interests of the students living in the residence halls and then to help them satisfy these through informal, noncredit courses, laboratories, seminars, and retreats.

These programs are designed to compliment rather than compete with the classroom in meeting the five major goals of higher education (Estler, 1969):

1) social awareness and responsibility
2) political awareness
3) human values
4) self-awareness and growth
5) vocational learning

Learning, of course, has always taken place informally in the dorms. Students in Estler's study claimed that important discussons relating to the first four goals most often occurred in the residence halls, and that vocational learning was the only goal met chiefly in the classroom. Acknowledging the fact that the student spends more time in his place of

residence, conservatively 75 to 95 hours per week (Riker, 1965), than in all classrooms and locations on campus combined, the residence hall becomes a vital but rather undeveloped learning laboratory.

What has been done on other campuses in the area of programming? The limited printed information available reveals that the University of Florida has an Educational Forums Program coordinated by students, faculty, and housing staff. Purdue University has the Old Masters Program where industrial and business leaders meet informally with students. The University College at Michigan State University has an in-residence academic program in which customary recreation rooms have been replaced by classrooms available for lounge-recreation-program purposes during the evening. (Riker, 1965) At Linfield College (1970-71) in Oregon, the educational programming has been decentralized and depends upon the leadership of the head resident and the executive government of the hall. One head resident, a retired former British ambassador to Burma, conducted a seminar on War and Peace, for which academic credit was given. Local artists, city officials, field trips, and slide presentations regularly appear in the residence halls for education outside the classroom.

The basic structure of the Hartwick learning through living laboratories parallels classroom instruction with lectures, seminars, labs. and discussions. One major difference is that the student brings to the residence hall situation some existing questions that have a bearing upon a realistic problem with which he is familiar. The courses are designed to reach the practical, experiential needs as well as the theoretical needs of the student.

Murray, Phillip and Truby (1970) state, "If there has even been a universally relevant course, it would be of the nature where there would

be free interaction between student and teacher and between student and student." The student would be allowed to determine the subject matter and communicate about it as he saw fit to teacher, peers, or anyone else. This is precisely the procedure being followed in determining and setting up the informal courses on the Hartwick campus. Students determine their subject matter by responding on the questionnaire. The courses will be loosely structured, without the threat of grades or credit, to free the student in his explorations and responses. Because of group pressures, the students will be encouraged to work at their own paces and degrees of involvement, insuring their psychological protection. Participation is optional; if a student desires, he may ignore all programming in his residence hall. Various faculty members, administrators, and students will help lead these sessions to promote interaction outside the classroom and facilitate more meaningful relationships between all involved.

The target of the residence hall programming is developing and improving the interpersonal or social environment. "It is not possible," state Riker and DeCoster (1971), "to disembody the human personality and develop a student's intellectual capacities in isolation from his cultural, spiritual, and psychological growth." Since this "outside" learning is so important in the total education of an individual, why leave so much to change?

A student will learn more readily information in which he is interested. Therefore, a logical beginning step in residence hall programming is to determine his preferences.

METHOD

To determine student interests in possible residence hall courses and seminars, students, faculty, and administrators opinions were sampled by a

six page programming questionnaire developed by the authors. An explanatory letter was mailed with the questionnaire. See Appendix. This questionnaire was mailed during late summer to every fifth student on the autumn residence hall roster so that 233 students were contacted. A stamped, addressed envelope was included for the return of the survey.

Twenty faculty members and administrators were surveyed by the programming coordinator to gain insight into their interest in the residence hall programming for students. They were not randomly selected but were chosen by the coordinator's knowledge of them and their fields and activities.

Also, many students have been informally interviewed to gain student insights about bringing "academics" into the living quarters. The programming coordinator talked with them in her office or in their residence halls when she happened to meet them. No formal structure was given to this phase.

RESULTS

Ninety-six students or forty-four percent of those surveyed by mail responded to the questionnaire. Results of their opinions are shown in Tables 1, 2, and 3. As can be observed from Table 1, the most popular topics were:

Social Problems Today
Marriage
Survival
Sexuality
Folk Music
Communications in the Family
Human Relations Training
Interpersonal Relations and Group Dynamics Laboratory

In general, student responses were highly favorable. In 12 of the 16 courses, 50% or more of the students indicated they would participate in the course if offered. Students were even more optimistic about other members of their

hall participating, and in every instance, over 50% believed members of their halls would benefit, enjoy, and attend the courses if offered.

TABLE 1

STUDENT RESPONSES TO LEARNING BY LIVING QUESTIONNAIRE

	Would participate in course if offered in residence hall	Believe members of their hall would benefit from this course	Believe members of their hall would enjoy & attend this course
I. Possible Courses			
A. Sexuality	73 %	90 %	83 %
B. Interpersonal Relations & Group Dynamics Lab	65 %	90 %	77 %
C. Personality Adjustment Lab	57 %	81 %	63 %
D. Cultural Background	46 %	78 %	59 %
E. Social Problems Today	82 %	94 %	88 %
F. How to Study	41 %	81 %	52 %
G. Popular Books	43 %	79 %	69 %
II. Possible Retreats			
A. Survival	76 %	87 %	87 %
B. Leadership Training	41 %	70 %	59 %
C. Human Relations Training	66 %	88 %	84 %
III. Possible Seminars			
A. Communications in the Family	69 %	87 %	77 %
B. Marriage	77 %	88 %	80 %
C. Leisure Time Training	33 %	68 %	52 %
D. Listening	52 %	80 %	57 %
IV. Possible Activities			
A. Folk Music	73 %	83 %	88 %
B. Art	60 %	80 %	77 %

TABLE 2

SUBTOPICS STUDENTS WOULD LIKE COVERED UNDER TOPICS SELECTED ON QUESTIONNAIRE

	Number of students selecting subtopic
I. Possible Courses	
A. Sexuality	
* Contraceptives & birth control	32
* Premarital sex	31
* Husband-wife relationship in early marriage	19
Double standards	17
Homosexuality	15
Family planning	12
Sex education in schools	11
* Sex after 60	9
Natural childbirth	9
Responsibilities	5
B. Interpersonal Relations & Group Dynamics Laboratory	
* How you affect others and how they affect you	12
* Emotional communication	9
* Analysis of verbal and nonverbal communication	9
* Formal and informal leadership patterns	4
Body language	3
Experiments in group behavior	2
Community versus commune	2
Sensitivity sessions	2
Nationality communication	1
Drugs	1
Schizophrenia	1
C. Personality Adjustment Laboratory	
* Adustment to different situations	8
* All types of personality deviations	5
Group adjustment to individual	1
Study and learn through experience	1
Norms in sexual behavior	1
Roles of college students	1
The change from home living to college living	1
D. Cultural Backgrounds	
Black Culture	4
Comparisons of different cultures	2
Chinese	2
Irish	2
Stereotypes	1
Inner city	1
White suburbia	1
Black-white relationship	1
Status	1
Government	1
Drugs	1
American Indian	1
Cultural conflicts	1
European cultures	1
Racism	1
E. Social Problems Today	
* Drugs	17
* Dorm problems	11
Anxieties	10
* Personal-family relationships	9
* Status differences	8
Draft counseling	4
* Safe pacifism	4
Middle class American feelings	2
Counseling	2
Sex	2
Problems of the city	1
Juvenile delinquency	1
Government	1
F. How to Study	
* Speed reading	20
* Study behaviors	3
Good study habits	2
Tutoring	1
Memory retention	1
G. Popular Books	
Best sellers	3
Fiction and nonfiction	2
Poetry	1
Books suggested by students	1

II. Possible Retreats	
A. Survival	
* Emergency first aid	29
* Winter camping	22
* Setting up communities	20
Primitive living	20
Camping	19
* Physiological-psychological aspects of survival	19
Survival for the unequipped	16
Social necessities and trusts	12
Panic	5
B. Leadership Training	
* Different leadership roles in life	5
* Exercises in leadership activities	4
Leadership skills	4
Retreat type course	3
Dominant and submissive patterns role playing	2
Government	1
C. Human Relations Training	
* Becoming aware of self and others	10
* Learning to be more human	3
Awareness-Sensitivity	3
Encounter sessions	2
Sensitivity	1
Problems of careers after college	1
Labor-Office relations	1
III. Possible Seminars	
A. Communications in the Family	
* Sex roles	9
* Parents and children	8
* Generation gap	7
* Good marriage	7
* Grandparents	5
* Remarriage	5
* In-Laws	4
* Elderly	3
* Separation	3
* Divorce	3
B. Marriage	
* Importance of communication	8
* What to do when the going gets rough	8
* Premarital sex	8
* Man's view of important factors in marriage	8
Early marriage	5
Sex roles	5
All aspects	5
B. Marriage (continued)	
Morals today	4
Role of marriage today	3
Women's lib and marriage	2
Alternatives to marriage	2
College marriages	2
C. Leisure Time Training	
Facilities in area for leisure time	1
Hobbies	1
Yoga	1
Meditation	1
Vocational training	1
Use of leisure time beneficially	1
Social volunteer work	1
Preparation for future	1
Physical fitness	1
D. Listening	
* How to listen	4
The world of abbreviation lecture	1
Records-music appreciation	1
* Importance of	1
Concentration	1
IV. Possible Activities	
A. Folk Music	
Singing	4
* Dancing	3
* Participation	2
* Listening	2
Jam sessions	2
Music theory	2
Religion-Music-Life	1
Coffeehouse	1
Creative Drama	1
B. Art	
* Crewel work	6
* Woodcarving	6
* Sculpturing	4
Knitting	4
* Painting	3
Macrame	2
Candle making	2
Sewing Crafts	2
Pottery	1
Photography	1
Lithographics	1
Crafts and hobbies	1
Claywork	1
Any	1

* These subtopics were printed in brackets after the topics in the questionnaire as possibilities.

TABLE 3

OTHER COURSES, SEMINARS, RETREATS, AND ACTIVITIES
SUGGESTED BY STUDENTS ON THE QUESTIONNAIRE

I. Other Suggested Courses

Drug Seminar
American's Role in World Affairs
How to Teach
Idnetity
Birth Control for Women Only
Technically Oriented Courses
Jobs After College

II. Other Suggested Retreats

Religion--Far Eastern Religious Practices
Recreational Retreats
Ecology-Environment
Breakdown of New York State-How the Sections Live
Individual Retreats

III. Other Suggested Seminars

Seminar in Aging
Communal Justice
Ecology
Bull Sessions
Reincranation and Religion

IV. Other Suggested Activities

Creating Own Residence Hall Sports Activities
Dorm Variety Shows
Team Sports
Interdorm Sports
Dramatics
Card Clubs
Films--Documentaries
Modern Dance

Although Table 2 has a wide range of subtopics, some students who indicated they'd like to participate in a certain course, seminar, or retreat did not list any subtopics. Possibly, they were satisfied with the subtopics already listed on the questionnaire.

Interest in courses and activities other than those listed on the questionnire was widely dispersed with few listing the same topic. No new area was suggested by more than two persons, therefore, these were not tabulated in Table 3. The suggestions do offer interesting possibilities for future courses.

Seven faculty members and seven administrators responded, mostly with written narratives, rather than a filled out questionnaire. Responses are given in Table 4. One might note from the table that persons volunteering to help with the various residence hall topics are often those not teaching that topic in the classroom.

In response to the credit versus noncredit question, forty percent of the students preferred noncredit experiences, thirty-five percent preferred academic credit, and twenty-five percent failed to respond.

The general response to the informal interviews was that there is a need to know more about reasons for ineffective social interactions. This information can't always be gained in the more formalized classroom where the student is pressured by time, normal course content and student inability to articulate his questions to the professors. Most agreed that small groups could be very rewarding. A few students were hesitant about introducing courses in their residence halls and believed that these halls existed for their sleeping, studying, visiting, and watching television. They resented any invasion of this tradition. After talking with them. some changed their minds, and one even volunteered to help lead an outdoor survival retreat since he had experience in this area.

TABLE 4

FACULTY AND ADMINISTRATION RESPONSES TO QUESTIONNAIRE

History Professor	Can't help. Working on dissertation.
Music Professor	Would like group of students in his home to discuss anything they wish.
Modern Language Professor	Concerned about "over-structuralization." Interested in sexuality, music, books, and art. Not interested in discussions at 10 p.m.
Psychology Professor	Interested in helping run sessions focusing on ways students can begin to develop plans regarding careers and ways in which they can begin to develop more clearly worked out attitudes and beliefs. Short term sessions.
English Professor	Interested in Cultural Backgrounds, Social Problems Today and Communications in the Family. Would like to participate within limits of time.
Biology Professor	Interested by limited by time. Students are welcome to participate in weekend field trips for geology majors unless number gets too large.
English Professor	Interested in participating in following topics: Sexuality, Interpersonal Relations & Group Dynamics, Cultural Backgrounds, Social Problems Today, Popular Books, Leadership Training, Human Relations Training, Existentialism, Love & Sexuality, Rebellion, Communications in the Family, Marriage, Listening, Folk Music, Art, Rap sessions of faculty, students, and administrators with no prescheduled topics. Weekend retreats on various topics with short reading list to be read in advance.
Counselor	Interested in working with following topics, Sexuality, Interpersonal Relations, Personal Adjustment, Popular Books, Human Relations Training, and Marriage.
Administrator (Financial Aid)	Happy to participate in any programs on questionnaire. Suggest also "Jesus Movement" and traditional morals (i.e., evangelical or Judiac Christian morals) in sexuality.

TABLE 4 continued

Administrator (Development)	Interested in participating in following areas: Sexuality (ethical, social, and economic effects of present law); Interpersonal Relations (personal appearance as a means of communication); Social Problems Today (increasing legal statutes in proportion to increasing population--therefore feel less free).
Administrator (Alumni Relations)	Interested in various areas, as well as making students aware of Alumni Office & functions.
Administrator (Career Placement)	Interested in various areas, as well as making students aware of Placement Service & its functions.
Administrator (Research)	Would participate in: Social Problems Today, Popular Books, Marriage.

DISCUSSION AND CONCLUSION

Using the responses from the question "Would you participate in this course if offered for your residence hall?" as a guide, the authors decided to offer the following courses at Hartwick this year:

Winter Term: Human Sexuality
Social Problems Today

Spring Term: Interpersonal Relations and Group Dynamics Laboratory
Outdoor Survival

High interest was apparent in Sexuality, Communications in the Family, and Marriage. Because of time limitations, these were combined into one Human Sexuality course.

Human Sexuality would seem to be a relevant and urgent course on the campus. The local crises center reports that more than 75 students from the two colleges in the city have come to the center in the past three months with serious sexual problems. Young persons not in difficulty but seeking their identies in a culture

question marriage, offering communal love and sex, and at the same time proclaiming husband-wife relationships are confused. Human sexuality education is needed on the campuses.

Only one topic, "Leadership Training," was selected even though it received more negative than positive responses for participation (Heffner, 1971). Because of the emphasis on self-regulation in the residence halls, hall presidents, vice-presidents, treasurers, and other student leaders are being solicited to participate in a special Leadership Training Laboratory.

Many of the topics in the questionnaire rely heavily upon a better understanding of communications, especially Sexuality, Interpersonal Relations and Group Dynamics, Personality Adjustment, Cultural Background, Social Problems Today, Human Relations, Communications in the Family, and Marriage. Previously, the emphasis would have been placed on psychology and sociology. Only recently has the melding of these fields with the communications area of speech been formally recognized and usually only in limited interdisciplinary courses.

Speech courses are no longer thought of only as sessions to improve one's public speaking and debate abilities. They hold the keys to improved communications with one's friends, families, and sexual partners, resulting in more meaningful relationships, more tolerance and understanding, and greater satisfaction with life in general. Therefore, the assistance of a speech person with a human relations training background is most valuable in planning the Hartwick program.

Faculty members from other discipline will also be included in conducting these residence hall sessions for their talents are well recognized. Administrators, often untapped resources in educational programming, will actively contribute, too.

Prospective teachers may, if they desire, strengthen their student teaching

programs by acting as student leaders in various residence hall courses. Other students who enjoy leading or who have knowledge of specific topics will also have opportunity to be student leaders.

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APPENDIX

HARTWICK COLLEGE

ONEONTA, NEW YORK 13820

As a member of the Hartwick College community, you are a valued resource in planning the educational programming for the residence halls for the coming year. Courses, seminars, retreats, rap sessions, independent study, etc. will be held in the dorms or at Pine Lake or at various locations on campus for members of the residence halls. We're hoping to cover topics of everyday concern to students--topics ranging from sexuality to survival, labs ranging from interpersonal relations to folk music--wherever there is interest.

No longer is the "housekeeping" image of the dormitory, i.e., sleeping and eating, relevant. Today, the residence hall is being recognized as a real "learning by living" laboratory. Some of the most meaningful learning often occurs outside the classroom.

Today, with at least 80% of one's time spent outside the classroom, there is a need to include the residence hall as part of the academic environment.

Of the five major goals of higher education:

(1) Social Awareness and Responsibility
(2) Political Awareness
(3) Human Values
(4) Self Awareness and Growth
(5) Vocational Learning

Students in a recent study conducted at Ohio University reported that significant discussions regarding these important areas most often took place within their residence halls except in "Vocational Learning" which most frequently took place in the classroom. Rather than hoping this learning will haphazzardly occur, Hartwick is introducting educational programming into the halls to further enrich the students's learning experiences at college.

Please fill out the attached questionnaire and return it to me via the enclosed, stamped, addressed envelope as soon as possible. Thanks so much for taking time to help with this exciting new venture into education.

Respectfully,

Julie Yelsma, (Mrs.)
Assistant in Student Services

JY/df

"Learning by Living" Questionnaire

Please fill in the following questionnaire concerning educational programming in the residence halls. Your responses will be kept confidential, if you wish.

I. Possible Courses

A. Sexuality(Premarital sex, homosexuality, husband-wife relationships, double standards, birth control, sex after 60)

1. Would you participate in this course if offered for your residence hall?
   Yes_____ No_____
2. What subject would you like to see covered in this course?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a course?
   Yes _____ No_____
4. Do you think the members of your hall would enjoy and attend this course?Yes_____ No_____
5. Further comments you may have:

B. Interpersonal Relations And Group Dynamics Laboratory
(Formal & informal leadership patterns, analysis and interpretations of verbal & nonverbal group communication, development of emotional communication, becoming aware of how you affect others with your communication and how others affect you.)

1. Would you participate in this course if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this course?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a course?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this course? Yes_____ No_____
5. Further comments you may have:

C. Personality adjustment Laboratory (Learning to adjust to different kinds of situations, what are and aren't personality deviations)

1. Would you participate in this course if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this course?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a course?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this course
   Yes_____ No_____
5. Further comments you may have:

D. Cultural Backgrounds (Becoming aware of different kinds of cultural backgrounds and how they influence our behavior)

1. Would you participate in this course if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this course?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a course?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this course?
   Yes_____ No_____
5. Further comments you may have?

E. Social Problems Today (Students choose problems to be investigated in each class)(Possible ideas are: status differences; personal and family relationships; dorm problems; drugs; safe pacifism; anxieties such as being afraid of becoming too tied down, of not doing anything worthwhile in life, of hardening one's own life style andopinions too soon); economic problems)

1. Would you participate in this course if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this course?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a course?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this course? Yes_____ No_____
5. Further comments you may Have:

F. How to Study (Study behaviors, speed reading)

1. Would you participate in this course if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this course?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a course?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this course? Yes_____ No_____
5. Further comments you may have:

G. Popular Books (Discussions with "bull session" atmosphere)

1. Would you participate in this course if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this course?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a course?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this course? Yes_____ No_____
5. Further comments you may have:

H. Other suggested courses. Please comment.

II. Possible Weekend Retreats at Pine Lake--Year Round--Selected participants

A. Survival (Basic physiological and psychological aspects of survival--finding food sources, winter camping, setting up communities, getting along with others, emergency first aid)

1. Would you participate in this retreat if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this retreat?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a retreat?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this retreat? Yes_____ No_____
5. Further comments you may have:

B. Leadership Training (Setting up different leadership roles and examining what they are, giving different leadership responsibilities, exercises in leadership activities)

1. Would you participate in this retreat if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this retreat?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a retreat?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this retreat? Yes_____ No_____

5. Further comments you may have?

C. Human Relations Training (Learning to become more human, becoming aware of self and others, encounter sessions and dialogue with qualified trainers)

1. Would you participate in this retreat if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this retreat?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a retreat?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this retreat
   Yes_____ No_____
5. Further comments you may have.

D. Other suggested retreats. Please comment

III. Possible Residence Hall Seminars--All residence halls may participate

A. Communications in the Family ("The family is a social institution for creating and resolving crisis...when crisis occurs in an individual, it affects the whole family...upsets the family pattern...families don't go to the doctor and say 'We're having a crisis.'" Dr. Frank Pittman (Generation gap, parents & children, in-laws, grandparents, elderly, the good marriage, separation, divorce, remarriage, sex roles & adjustments)

1. Would you participate in this seminar if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this seminar?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a seminar?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this seminar? Yes_____ No_____
5. Further comments you may have:

B. Marriage (Premarital sex, man's view of sex, importance of communication, what to do when the going gets rough)

1. Would you participate in this seminar if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this seminar?
   _____
   _____

B.

3. Do you feel the members of your hall would benefit from such a seminar?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this seminar? Yes____ No_____
5. Further comments you may have:

C. Leisure Time Training (Preparation for the future, too)

1. Would you participate in this seminar if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this seminar?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a seminar:
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this seminars:?Yes____ No_____
5. Further comments you may have:

D. Listening (How to listen, importance of, special exercises to improve one's listening)

1. Would you participate in this seminar if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this seminar?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such a seminar?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this Seminar? Yes_____ No_____
5. Further comments you may have:

E. Other suggested seminars. Please comment.

IV. Possible Activities in Residence Halls--Just for Fun

A. Folk Music (Listening, dancing, or participation with guitars, & other instruments).

1. Would you participate in this activity if offered for your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this activity?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such an activity
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this activity? Yes____ No_____
5. Further comments you may have

B. Art (Painting, sculpting, crewel work, woodcarving, etc.)

1. Would you participate in this activity if offered in your residence hall?
   Yes_____ No_____
2. What subjects would you like to see covered in this activity?
   _____
   _____
   _____
3. Do you feel the members of your hall would benefit from such an activity?
   Yes_____ No_____
4. Do you think the members of your hall would enjoy and attend this activity? Yes____ No_____
5. Further comments you may have

C. Other suggested activities. Please comment.

V. A. In which of the previously mentioned courses, seminars, retreats, and activities would you like most to participate? Please comment.

B. Would you prefer these experiences be credit or non-credit? Please comment.

THANK YOU!!.

_____
Name (May omit, if desired)